Form A

ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND NARRATIVE

School Based Plan for 2006-2007

Guidance Document

Cover Sheet (Form A)

1. Name of School
Write the full name of the school here.

2. District

Write the name of the district here.

3. Professional Development Team Members

Legislation requires that the team consist of at least two teachers and two parent representatives. You may include other members beyond those required. Include the role of each team member when listing.

> **Example:**
> Joanne Smith, principal
> Mike Reynolds, teacher
> Sara Jones, teacher
> Sal Donelly, teacher assistant
> Steven Olsen, parent
> Mary Grey, parent

4. Name of the Activity/Series (copied from Form C line item)

This should match the name of the activity on Form C. For each activity/series listed on Form C there should be a narrative completed. The names should be identical. You will provide detail in consequent questions- simply provide a concise name that matches the name listed on Form C.

> **Example:**
> Reading Instruction

5. If this professional development activity/series includes high school teachers indicate how many hours of this activity/series would address the 15 hours of professional development in the areas of Literacy, Graduation By Proficiency, or Personalization, as mandated by the Regents' High School Regulations.

Indicate the amount of hours that would address the professional development requirements of the Regents' High School Regulations. If not applicable indicate "0".

Staff Served (Form A)

6. Number of teachers served:

Use the grid below to indicate the number of teachers served.

Educator Type	Number
Classroom/Special Education Teachers	
Administrators	
Itinerant Teachers (music, art, PE, etc)	
Support Staff (i.e. Nurse Teacher, SLP, OT, etc)	
Teacher Assistants	
Total	

Complete the grid above listing the number of staff in each category.   Each staff member should only be counted ONCE in the grid above. So, if a staff member has assignments that fit in two categories- choose the most appropriate using your best judgment.

Article 31 (18) PD funds can and should be used to provide professional development for administrators as part of leadership training or as critical participants in teacher professional development. In addition, Article 31 (18) PD funds can and should be used to provide professional development for teacher assistants.   RI's teacher assistant website at www.ritap.org/ta provides a variety of information on training opportunities and resources applicable to professional development for teacher assistants.

7. **Are all classroom teachers involved in the PD activity/series? _____**
Are all administrators involved in the PD activity/series?_____
Are all itinerant teachers involved in the PD activity/series?_____
Are all support staff involved in the PD activity/series?_____
Are all teacher assistants involved in the PD activity/series?_____

Indicate with a "yes" or "no" if all are involved in the activity/series for each type of staff in the school.

Programming Details (Form A)

8. What specific sources of data were used to determine the activity/series is a need? List specific data points (i.e. what specific questions in the SALT Survey rather than simply SALT Survey)

Please provide the **measurable** data used to determine the need for each professional development activity/series. You must provide specific data sources. Data can come in many forms. Typically, data is described as quantitative, qualitative or anecdotal. Quantitative data is in numerical form. This is information that is presented using numbers. An example of quantitative data would be NECAP test results or absentee rates. Qualitative data is not in numerical form. It can include words, photos, videos, etc. Typically it is in narrative form. Qualitative data is derived from a structured methodology. A good example of this would be assessment narratives or open ended responses to a survey. Anecdotal data is based on casual observations rather than rigorous or scientific analysis. An example of this would be a Learning Walk or a teacher's opinion around recess behavior. All three forms of data are important when determining the need of an activity/series. Sound decision making typically does not rely on only one form of data. A professional development programming decision solely based on the unprompted casual feedback from a few parents may not be indicative of a true need. A decision based only on NECAP results may also be incomplete without other supporting qualitative and/or anecdotal data. Data is information. To make an informed decision it is best to gather as much and as varied information as possible.

Example:
- NECAP reading results: 3rd Grade shows 40% of our students are proficient readers.
- Staff Chart G.2 shows that teachers ranked Reading Skill Development as the #1 professional development need
- Grade level local assessments show that 24% of our students exiting first grade are reading below grade level
- Currently we have 25% of our students on PLPs
- Learning Walk documentation shows a need for work on reading instruction
- Teacher feedback in staff meetings demonstrates a need to work on reading instruction
- The analysis of student work through Critical Friends groups highlights an issue with reading comprehension
- ETC…

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9. List other justifications, beyond data, used to determine the need for this activity (I.E. High School Regulations)

Often times there are other compelling reasons for developing/funding an activity/series that do not involve measurable data. This question provides an opportunity to highlight those reasons.

> Example:
> RIDE Regulations require the use of reading assessments to determine if a student is in need of a PLP.
> IDEA 2004 Regulations state….

10. List the goals of this activity/series

Considering the data and other justifications, list the goals of this professional development activity/series. Goals should be overarching and encompass all aspects of the activity/series.

> **Example:**
> Provide teachers, the speech language pathologist and teacher assistants training in the use of reading assessments to flexibly group students.
> Provide practice and feedback in the use of reading assessments
> Train all new staff in Phonemic Awareness
> ETC…

11. List the specific School Improvement Plan goal(s) to which this activity/series aligns and explain how the activity/series supports that goal?

Please refer directly to the specific School Improvement Plan goal(s) with which each proposed Professional Development aligns.

> **Example:**
> Page 3: Goal 2 Reading Instruction

12. Explain how this activity is professional development for staff. Include how it will be administered, who will train/facilitate, timelines and when it will take place (after school, PD day, weekend, during school, etc)

In this section, provide details of the activity/series structure to ensure that this activity/series is, in fact, professional development. The National Staff Development Council defines Staff (Professional) Development as, "the term that educators use to describe the continuing education of teachers, administrators, and other school employees." The ultimate goal is to impact student learning. Professional development provides educators with new understanding, the opportunity to apply or use the new knowledge, ample time to reflect upon the implementation of the new knowledge/skill and a way to measure the impact on student learning. Activities such as curriculum development and GLE/GSE alignment most certainly would fit in this category as part of an organized process by which educators learn, apply and assess impact of knowledge.

Simply sitting down to write curriculum or align GLE/GSEs individually probably is not professional development.

Be sure to include the timeline, who will be administering the PD (including qualifications), what instructional strategies will be used to deliver the PD, and when it will be happening (both over time and when the individual work sessions will occur).

Example:
Teachers will be working with a national consultant affiliated with the International Reading Association in four 2-hour sessions. The first session will take place in the fall. Teachers will meet in grade level teams to review the reading assessment and begin to practice its use. Then, teachers will be given a month to go back and utilize the assessment with students. The consultant will be available for phone or email support. After a month the teams will reconvene to show their assessment results and pose questions… ETC

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13. Why did you choose this method/type of professional development delivery? Explain how this method is research based and connected to the Rhode Island Quality Professional Development Standards.

Describe the process by which this activity/series was chosen.   Include evidence that this activity/series is research based.   Reference the RI Quality PD Standards when describing why this particular method/type of PD was chosen.

Example:
The International Reading Association is a forerunner in research on reading instruction. The selected reading assessment is valid and reliable and provides educators with an accurate reading level for students and provides teachers with crucial information to guide instruction. We chose grade level meetings in order to provide, "educators with the knowledge and skills needed to foster and develop collaborations and partnerships" (RI Quality PD Standards). It was also important for us to take into account that high quality PD, as defined in the RI Quality PD Standards, "uses a systematic design that allows for implementation over time and builds in support systems and necessary extended activities to sustain change" as we planned this experience. To that end, the teachers will have the opportunity to learn a skill, apply it and then reconvene to reflect and hone the skill… ETC

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15. Explain how this activity/series is embedded professional development. If it is not embedded detail what other options were explored and why it must be delivered in the manner chosen

2005 legislation amended RIGL §16-7.1-10, which now reads as follows:

Beginning in FY 2006, professional development funds shall only be spent with the prior approval of the Commissioner of Elementary and Secondary Education

upon submission of a district level plan which incorporates the school level plans and which details the use of the funds. These plans shall to the extent possible call for professional development activities that are embedded or do not otherwise encroach upon student instruction time. The requirements of this paragraph shall apply to both district-wide professional development activities and professional development activities determined by the school-level committees.

Fred Wood and Frank McQuarrie define job-embedded professional development as, "learning by doing, reflecting on the experience, and then generating and sharing new insights and learning with oneself and others." The job embedded professional development process involves learning that is directly related to the work of the educator. Job-embedded professional development activities include (but are not limited to) action research groups, study groups, reflective logs, planning and/or problem solving groups, peer coaching, mentoring, analyzing student work, etc. Any practice that engages educators in collaboration about how to improve through their work is job embedded. Typically a component of the job embedded PD experience happens while providing instruction. However, there are times when an educator needs to receive direct instruction/training prior implementing a new skill. Certainly, time to reflect is essential in the job-embedded model of professional development. Those components may require time outside of the classroom. This can occur after school, before school or during school. Then, the skill is practiced in the work setting, reflected upon, and judged based on the impact on student achievement.

Consider the definition above as you describe how this activity/series is "job-embedded". If it does not meet the definition detail other options explored and why it must be delivered in this manner.

Example:
The reading assessment PD is job-embedded. Teachers will take time during the work day to meet for 2 hours with a consultant then be given ample time and support to implement the new learning. After that time the group will reconvene during the school day to reflect upon the skill and discuss the impact it has had on instruction and ultimately student learning. This model of learning a new skill, applying it in the real work setting, reflecting upon the implementation of the skill and discussing/analyzing impact on student achievement fits the definition of job-embedded professional development.

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16. How will the progress be monitored?

It is essential to have a plan to ensure that the PD activity/series is being implemented and working. As with good lesson planning- upon delivery the educator continually monitors the progress and makes changes if needed. Explain how the progress of this activity/series will be monitored.

Example:
The reading specialist, a teacher representative, a teacher assistant representative, the literacy coach and the principal will monitor the progress. They will develop informal reflection sheets for participants to complete immediately following the work day with the consultant and another to administer half way between the previous work day and the next work day. They will meet immediately following the workday with the consultant to evaluate the responses in relation to the goals. They will also meet to analyze the reflections administered after ample reflection time for alignment with the goals. The survey will assess not only how the participants felt about the training, but will also include what impact the PD experience had on their instructional practices. If changes to the structure are needed the team will meet with the consultant to evaluate the information in relation to the goals and make appropriate changes.

17. How will you determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.

Evaluation of professional development is essential. Professional development should be looked at in a cyclical manner. Data is gathered to make informed decisions around professional development activities/series. Then, multiple components are used to develop the most effective PD to address set goals. The PD is monitored continually and adjusted as needed. In the end, PD must be evaluated to discern the impact on educator instruction and ultimately on student achievement. It is not simply a reiteration of the content. Evaluation needs to be focused to discern the impact on instruction. Was the information internalized? Did it affect student outcomes?

Look to the data used to determine the need for this professional development activity/series. In most cases that data should definitely be examined to see if teacher instruction and student achievement were impacted in the way you desired in the planning stages. There may be additional data sources used to evaluate as well including (but not limited to) teacher reflections, informal observations, etc.

Example:
- NECAP reading results: 3rd Grade showed 40% of our students are proficient readers. We hope to see an increase in the number of proficient readers in 3rd grade by 10%.
- Staff Chart G.2 showed that teachers ranked Reading Skill Development as the #1 professional development need. We hope to see Staff Chart G.2 show that PD in Reading Skill Development dropped below #10
- Grade level local assessments show that 24% of our students exiting first grade are reading below grade level. We hope to decrease the number of students exiting first grade reading below grade level to 15%
- Currently we have 25% of our students on PLPs. We hope to decrease the number of students on a PLP to 18%
- We will use the survey developed by the literacy team (see monitoring answer) to evaluate impact on instruction. We hope to see at least 85% of our teachers reporting 6 weeks past that last training date that the training had a lasting impact on their instruction and 85% reporting that they noticed a positive change in student outcomes after completing this activity/series
- Learning Walk documentation will show impact on reading instruction
- Teacher feedback will be positive regarding new skills in reading instruction
- The analysis of student work through Critical Friends groups will show improvement in reading comprehension
- ETC…

Form B

**ARTICLE 31 (18) PROFESSIONAL
DEVELOPMENT INVESTMENT FUND
NARRATIVE
District 25% Plan for 2006-2007**

Guidance Document

Cover Sheet (Form B)

1. District

Write the name of the district here.

2. List the schools participating in the professional development activity/series

List the all schools participating in the PD activity/series here. Include schools with only partial participation.

3. Professional Development Team Members

Legislation requires that the team consist of at least three elected members of the bargaining unit and the superintendent or designee. You may include other members beyond those required. Include the role of each team member when listing.

Example:
Joanne Smith, Superintendent
Mike Tan, teacher
Sara Gonzales, teacher
Chris Medici, teacher
Sal Donelly, teacher assistant
Mary Grey, parent

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4. Name of the Activity/Series (copied from Form D line item)

This should match the name of the activity on Form D. For each activity/series listed on Form C there should be a narrative completed. The names should be identical. You will provide detail in consequent questions- simply provide a concise name that matches the name listed on Form C.

Example:
Reading Instruction

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5. If this professional development activity/series includes high school teachers indicate how many hours of this activity/series would address the 15 hours of professional development in the areas of Literacy, Graduation By Proficiency, or Personalization, as mandated by the Regents' High School Regulations.

Indicate the amount of hours that would address the professional development requirements of the Regents' High School Regulations. If not applicable indicate "0".

Staff Served (Form B)

7. Number of teachers served:

Use the grid below to indicate the number of staff served.

Educator Type	Number
Classroom/Special Education Teachers	
Administrators	
Itinerant Teachers (music, art, PE, etc)	
Support Staff (i.e. Nurse Teacher, SLP, OT, etc)	
Teacher Assistants	
Total	

Complete the grid above listing the number of staff in each category. Each staff member should only be counted ONCE in the grid above. So, if a staff member has assignments that fit in two categories- choose the most appropriate using your best judgment.

Article 31 (18) PD funds can and should be used to provide professional development for administrators as part of leadership training or as critical participants in teacher professional development. In addition, Article 31 (18) PD funds can and should be used to provide professional development for teacher assistants. RI's teacher assistant website at www.ritap.org/ta provides a variety of information on training opportunities and resources applicable to professional development for teacher assistants.

Are all classroom teachers in participating schools involved in the PD activity/series? _____
Are all administrators in participating schools involved in the PD activity/series?_____
Are all itinerant teachers in participating schools involved in the PD activity/series?_____
Are all support staff in participating schools involved in the PD activity/series?_____
Are all teacher assistants in participating schools involved in the PD activity/series?_____

Indicate with a "yes" or "no" if all are involved in the activity/series for each type of staff in the school.

Programming Details (Form B)

8. What specific sources of data were used to determine the activity/series is a need? List specific data points (i.e. what specific questions in the SALT Survey rather than simply SALT Survey)

Please provide the **measurable** data used to determine the need for each professional development activity/series.   You must provide specific data sources.   Data can come in many forms. Typically, data is described as quantitative, qualitative or anecdotal. Quantitative data is in numerical form. This is information that is presented using numbers. An example of quantitative data would be NECAP test results or absentee rates. Qualitative data is not in numerical form. It can include words, photos, videos, etc. Typically it is in narrative form. Qualitative data is derived from a structured methodology. A good example of this would be assessment narratives or open ended responses to a survey. Anecdotal data is based on casual observations rather than rigorous or scientific analysis. An example of this would be a Learning Walk or a teacher's opinion around recess behavior. All three forms of data are important when determining the need of an activity/series. Sound decision making typically does not rely on only one form of data.   A professional development programming decision solely based on the unprompted casual feedback from a few parents may not be indicative of a true need. A decision based only on NECAP results may also be incomplete without other supporting qualitative and/or anecdotal data.   Data is information. To make an informed decision it is best to gather as much and as varied information as possible.

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- The analysis of student work through Critical Friends groups highlights an issue with reading comprehension.
- ETC…

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10. List other justifications, beyond data, used to determine the need for this activity (I.E. High School Regulations)

Often times there are other compelling reasons for developing/funding an activity/series that do not involve measurable data. This question provides an opportunity to highlight those reasons.

Example:
RIDE Regulations require the use of reading assessments to determine if a student is in need of a PLP.
IDEA 2004 Regulations state….

10. List the goals of this activity/series

Considering the data and other justifications, list the goals of this professional development activity/series. Goals should be overarching and encompass all aspects of the activity/series.

Example:
Provide teachers, the speech language pathologist and teacher assistants training in the use of reading assessments to flexibly group students.
Provide practice and feedback in the use of reading assessments
Train all new staff in Phonemic Awareness
ETC…

14. List the specific District Strategic Plan goal(s) to which this activity/series aligns and explain how the activity/series supports that goal?
The current District Strategic Plan must be included with this application

Please refer directly to the specific District Strategic Plan goal(s) with which each proposed Professional Development aligns.

Example:
Page 3: Goal 2 Reading Instruction

15. Explain how this activity is professional development for staff. Include how it will be administered, who will train/facilitate, timelines and when it will take place (after school, PD day, weekend, during school, etc)

In this section, provide details of the activity/series structure to ensure that this activity/series is, in fact, professional development. The National Staff Development Council defines Staff (Professional) Development as, "the term that educators use to describe the continuing education of teachers, administrators, and other school employees." The ultimate goal is to impact student learning. Professional development provides educators with new understanding, the opportunity to apply or use the new knowledge, ample time to reflect upon the implementation of the new knowledge/skill and a way to measure the impact on student learning. Activities such as curriculum development and GLE/GSE alignment most certainly would fit in this category as part of an organized process by which educators learn, apply and assess impact of knowledge.

Simply sitting down to write curriculum or align GLE/GSEs individually probably is not professional development.

Be sure to include the timeline, who will be administering the PD (including qualifications), what instructional strategies will be used to deliver the PD, and when it will be happening (both over time and when the individual work sessions will occur).

Example:
Teachers will be working with a national consultant affiliated with the International Reading Association in four 2-hour sessions. The first session will take place in the fall. Teachers will meet in grade level teams to review the reading assessment and begin to practice its use. Then, teachers will be given a month to go back and utilize the assessment with students. The consultant will be available for phone or email support. After a month the teams will reconvene to show their assessment results and pose questions… ETC

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16. Why did you choose this method/type of professional development delivery? Explain how this method is research based and connected to the Rhode Island Quality Professional Development Standards.

Describe the process by which this activity/series was chosen. Include evidence that this activity/series is research based. Reference the RI Quality PD Standards when describing why this particular method/type of PD was chosen.

Example:
The International Reading Association is a forerunner in research on reading instruction. The selected reading assessment is valid and reliable and provides educators with an accurate reading level for students and provides teachers with crucial information to guide instruction. We chose grade level meetings in order to provide, "educators with the knowledge and skills needed to foster and develop collaborations and partnerships" (RI Quality PD Standards). It was also important for us to take into account that high quality PD, as defined in the RI Quality PD Standards, "uses a systematic design that allows for implementation over time and builds in support systems and necessary extended activities to sustain change" as we planned this experience. To that end, the teachers will have the opportunity to learn a skill, apply it and then reconvene to reflect and hone the skill… ETC

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15. Explain how this activity/series is embedded professional development. If it is not embedded detail what other options were explored and why it must be delivered in the manner chosen

2005 legislation amended RIGL §16-7.1-10, which now reads as follows:

> *Beginning in FY 2006, professional development funds shall only be spent with the prior approval of the Commissioner of Elementary and Secondary Education*

upon submission of a district level plan which incorporates the school level plans and which details the use of the funds. These plans shall to the extent possible call for professional development activities that are embedded or do not otherwise encroach upon student instruction time. The requirements of this paragraph shall apply to both district-wide professional development activities and professional development activities determined by the school-level committees.

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Consider the definition above as you describe how this activity/series is "job-embedded". If it does not meet the definition detail other options explored and why it must be delivered in this manner.

Example:
The reading assessment PD is job-embedded. Teachers will take time during the work day to meet for 2 hours with a consultant then be given ample time and support to implement the new learning. After that time the group will reconvene during the school day to reflect upon the skill and discuss the impact it has had on instruction and ultimately student learning. This model of learning a new skill, applying it in the real work setting, reflecting upon the implementation of the skill and discussing/analyzing impact on student achievement fits the definition of job-embedded professional development.

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18. How will the progress be monitored?

It is essential to have a plan to ensure that the PD activity/series is being implemented and working. As with good lesson planning- upon delivery the educator continually monitors the progress and makes changes if needed. Explain how the progress of this activity/series will be monitored.

19. How will you determine if the activity/series had an impact on teacher instruction and ultimately on student achievement? Include all data sources you will use.

Evaluation of professional development is essential. Professional development should be looked at in a cyclical manner. Data is gathered to make informed decisions around professional development activities/series. Then, multiple components are used to develop the most effective PD to address set goals. The PD is monitored continually and adjusted as needed. In the end, PD must be evaluated to discern the impact on educator instruction and ultimately on student achievement.   It is not simply a reiteration of the content. Evaluation needs to be focused to discern the impact on instruction. Was the information internalized? Did it affect student outcomes?

Look to the data used to determine the need for this professional development activity/series. In most cases that data should definitely be examined to see if teacher instruction and student achievement were impacted in the way you desired in the planning stages. There may be additional data sources used to evaluate as well including (but not limited to) teacher reflections, informal observations, etc.

Example:
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- We will use the survey developed by the literacy team (see monitoring answer) to evaluate impact on instruction. We hope to see at least 85% of our teachers reporting 6 weeks past that last training date that the training had a lasting impact on their instruction and 85% reporting that they noticed a positive change in student outcomes after completing this activity/series
- Learning Walk documentation will show impact on reading instruction
- Teacher feedback will be positive regarding new skills in reading instruction
- The analysis of student work through Critical Friends groups will show improvement in reading comprehension
- ETC…

Form C Guidance
ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND PLAN
School Based Plan for 2005-2006

Complete the requested information.

When completing the grid remember to:

- Use the same title as used in the narrative portion
- Use only one code (choose the most applicable if many apply)
- Include all costs associated with the activity/series including but not limited to materials, consultant fees, etc

ALL activities listed on the grid should **EACH** have a narrative completed (Form A).

 Provide signatures of all members of the Professional Development Committee (legislation requires two teachers and two parents on the committee)

Form D Guidance
ARTICLE 31 (18) PROFESSIONAL DEVELOPMENT INVESTMENT FUND PLAN
25% District Set Aside for 2005-2006

Complete the requested information.

When completing the grid remember to:

- Use the same title as used in the narrative portion
- Use only one code (choose the most applicable if many apply)
- Include all costs associated with the activity/series including but not limited to materials, consultant fees, etc

ALL activities listed on the grid should **EACH** have a narrative completed (Form B).

Provide signatures of all members of the Professional Development Committee (legislation requires a superintendent or designee and three teachers assigned by the collective bargaining unit)